

Final Report

Leading Change: Rethinking Juvenile Justice Conference

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Goal and Objectives

The key goal of the 3rd Annual Leading Change: Rethinking Juvenile Justice Conference was to give participants an opportunity to understand the changing relationship between education and juvenile justice in order to prepare professionals for the future.

Co-Sponsors

Co-sponsors for the 3rd Annual Conference, **Leading Change: Rethinking Juvenile Justice** were the Connecticut Department of Children and Families Bureau of Juvenile Services, the Judicial Branch Court Support Services Division, the University of Connecticut School of Family Studies and the University of Connecticut School of Family Studies Alumni Society.

Conference Supporters

1. African-American Affairs Commission
2. African Caribbean American Parents of Children with Disabilities
3. Catholic Charities, Inc. / Hartford CHOICE Program
4. Center for Children's Advocacy
5. Child Health and Development Institute of Connecticut Children's Community Programs of Connecticut, Inc.
6. Connecticut Association of Foster and Adoptive Parents
7. Connecticut Association of Nonprofits
8. Connecticut Center for Effective Practice
9. Connecticut Clearinghouse
10. Connecticut Department of Children and Families Training Academy
11. Connecticut Juvenile Justice Alliance
12. Connecticut Juvenile Training School
13. Connecticut State Department of Education
14. Connecticut Women's Education and Legal Fund
15. Connecticut Youth Services Association
16. FAVOR – Connecticut
17. National Center for Children Exposed to Violence
18. National Center for Education, Disability and Juvenile Justice Office of the Chief Public Defender
19. Our Piece of the Pie, Inc.
20. Permanent Commission on the Status of Women
21. RYASAP Greater Bridgeport Juvenile Justice Task Force
22. The Tow Foundation
23. True Colors / Safe Harbors
24. University of Connecticut School of Social Work
25. Wheeler Clinic

Generous Support

The conference was made possible because of both the tremendous support of the planning team who have given countless hours to the coordinated tasks associated with an event of this nature and because of the funding support from the Department of Children and Families Training Academy and the Judicial Branch Court Support Services Division, with contributions from the Tow Foundation and the Connecticut Youth Services Association, along with the UConn School of Family Studies and the UConn School of Family Studies Alumni Society.

Conference Planning Team

Without the steadfast and enthusiastic work of a whole crew of volunteers, this conference could not have succeeded in the ways it has, by bringing together people from different parts of the system. We are greatly appreciative of the talents and creativity of the following people:

1. Abby Anderson, CT Juvenile Justice Alliance
2. Debra Bond, CJTS

3. Cindy Conklin, DCF
4. Terry De Francis, State Department of Education
5. Ann-Marie de Graffenreidt, DCF
6. Jean Fiorito, CAFAP
7. Cathy Foley-Geib, CSSD
8. Robert Franks, CCEP
9. John Gill, Children's Community Programs
10. Hector Glynn, CT Juvenile Justice Alliance
11. James Lewis III, National Center for Children Exposed to Violence
12. Denise Keating, Meriden Youth Service Bureau
13. Ebony McDaniels, Catholic Charities
14. Anne McIntyre-Lahner, DCF
15. Daryl Mocarsky, DCF
16. Scott Newgass, State Department of Education
17. Susan O'Brien, DCF
18. Chris Rappillo, Public Defender's Office
19. Randy Roorbach, CSSD
20. Cindy Rutledge, DCF
21. Melissa Sienna, DCF
22. Tammy Sneed, DCF
23. Danielle Thomsen, Catholic Charities
24. John Torello, CSSD
25. Amaury Vazquez, CJTS
26. Julia Wilcox, CT Association of Nonprofits

Pre-Conference Seminar

A pre-conference seminar was added to the schedule for the conference this year and it focused on substance abuse, through the DCF Center for Substance Abuse Treatment grant from SAMHSA. Thanks to Peter Panzarella and especially to Melissa Sienna for additional educational benefits to attendees.

UConn Co-op Bookstore

This year, we were pleased to partner with UConn Co-op, a non-profit, cooperative bookstore completely separate from the University. We carefully chose books related to the topics discussed at the conference. Participants were able to stop by during the middle of the day to extend their learning.

Job Corps

The Bureau of Juvenile Services is beginning to create success placing students in better jobs and better training through Job Corps, a successful federal program. They work with people ages 16-24 and offer free education, a residential program, vocational training and support. They help students build a career plan with good jobs. Job Corps was with us during the day to explain their program to interested participants and also conducted a workshop, with much interest.

Foster Care

Connecticut is part of a national effort to heighten awareness about children in foster care. Each year the month of May is recognized across the country as National Foster Care Month. The DCF Office of Foster and Adoptive Services had a table to which participants expressed interest.

Murals and Phototherapy

The Art Therapists from CJTS brought four beautiful murals which adorned the ballroom for all plenary sessions. These murals were painted by CJTS residents and were a source of inspiration throughout the day. There was also a display of the phototherapy work of young people from the Children's Community Programs in New Haven. Thanks to Julie Nearing, Marta Cunha and John Gill for all of this beautiful artwork.

Resource Materials

Each participant's packet was complete with materials needed for the conference. Individual workshop presenters had their own materials, which we hope to put up on a website for all to review.

Continuing Education Credits

Continuing education credits were made available for social workers and teachers.

Attendees

Participants in this year's conference included adults and young people interested in juvenile justice, including school superintendents, school administrators, teachers and staff, students, faculty, advocates for youth, families, community and residential providers, facility staff, legislators, judges, attorneys, court personnel, mayors and municipal leaders, police personnel, behavioral health providers and others interested in the whole lives of young people in the juvenile justice arena.

Agenda

8:00 Registration and Light Breakfast

8:30 Welcome

Charles Super, Dean, School of Family Studies, UConn
Darlene Dunbar, Commissioner, DCF

Call to the Conference

Don DeVore, Director, Juveniles Services, DCF
William Carbone, Executive Director, CSSD, Judicial Branch

9:00 Keynote Address

Peter Leone, PhD, Director, Director, National Center for Education,
Disability and Juvenile Justice

10:30 Morning Workshops
Breakout Sessions

12:00 Luncheon Buffet
UConn Bookstore
Job Corps
Foster Care

1:00 Youth Speak Out
A panel of young people discuss their experiences with education in the
juvenile justice system
Abby Anderson, Moderator

2:15 Afternoon Workshops
Breakout Sessions

4:00 Conference Adjourns

Keynote Speaker

This year's keynote was Dr. Peter Leone, Director of the National Center for Education, Disability and Juvenile Justice in Baltimore, Maryland. Dr. Leone's presentation, entitled, "Doing Things Differently: Literacy, Delinquency and 21st Century Skills", is available, along with other materials, on our website at: http://www.state.ct.us/dcf/Juvenile_Services/juvenile_justice.htm.

Dr. Leone's interest in the intersection of youth with disabilities, education and juvenile justice began when he worked as an outpatient teacher in Iowa City, Iowa. He taught students that had emotional and behavioral problems in the public school setting. Sometime during his four years of teaching these students, he discovered that many of them were involved in the juvenile justice system in addition to having some pretty serious academic deficits.

Dr Leone received his M.A. in Special Education from the University of Iowa, and his Ph.D. in special education from the University of Washington. He has been in the Department of Special Education at the University of Maryland since 1981. He is a Professor of Special Education who specializes in the multidimensional problems associated with Behavior Disorders. He believes educators need to take a multidisciplinary approach when implementing programs for troubled youth.

Dr. Leone is the Director of the National Center on Education, Disability and Juvenile Justice, which was founded in 1999. EDJJ is a research, training and technical assistance project funded by the U.S. Department of Education. It is a

collaborative project involving partners from the University of Maryland, Arizona State University, the American Institutes for Research and the PACER Center. EDJJ examines the overrepresentation of youth with disabilities at-risk for contact with the courts or already involved in the juvenile justice system. They provide professional development and technical assistance, conduct research and disseminate resources in the areas of prevention of school failure and delinquency, education and special education for detained and committed youth, and transition services for youth returning to schools and communities.

Dr. Leone's connections to Connecticut began when he was an expert in the Smith V. Wheaton, litigation which was brought to address issues concerning how education is provided to students who are at and transition from the Cady School. This is the school within USD II that provides education to students at what is now CJTS. That litigation began in 1987 and a final decision was issued in 1998. He also acted as an expert in litigation concerning the provision of educational services to children in Bridgeport. More recently, he has been an expert in Emily J., assessing how education is provided to students in the three detention facilities in Connecticut.

Dr. Leone has had numerous articles published in professional journals and numerous chapters published in books concerning the effective treatment and instruction of behaviorally disordered youth in the juvenile justice system. One of his earliest articles on this topic was published in 1994.

The conference organizing committee thought that focusing on the educational needs of children and youth in the Juvenile Justice system followed naturally after last year's conference, which focused on the mental health needs of kids in the juvenile justice system.

Youth Speakout Panel

Thanks to the hard work of Abby Anderson and Hector Glynn, the conference attendees heard from a group of young people who have had experience in the juvenile justice system in Connecticut and with the schools. The panelists spoke with frank and honest perspectives, both positive and negative, about their experiences.

Workshop Presentations

Many of the workshop presenters developed materials for the conference and, to add to the continuity for learning, we have developed a web page for them at http://www.state.ct.us/dcf/Juvenile_Services/juvenile_justice.htm. The workshops included:

Models for Change: Working for Educational Access in Pennsylvania.

Presenters discussed the Models for Change (MfC) initiative in Pennsylvania. MfC, funded largely by the John D. and Catherine T. MacArthur Foundation, seeks to accelerate the pace of juvenile justice reform statewide. MfC work in Pennsylvania is aimed at improving aftercare (re-entry) and mental health

services (both to divert youth and to improve the quality of care in the system), and reducing Disproportionate Minority Contact. Presenters will discuss MfC activities at the state and local levels, and how MfC has, in a short time, changed the behavior of juvenile justice professionals in Pennsylvania. Presenters: Anne Marie Ambrose, Director of Pennsylvania's Bureau of Juvenile Justice Services and Robert Schwartz, Executive Director, Juvenile Law Center, Philadelphia, PA.

TeamChild and the State of Educational Advocacy. *This workshop covered the current level of educational advocacy for children in the juvenile justice system and focus particularly on the TeamChild Project, including strategies for developing educational advocacy interventions for children in the CT juvenile justice system. Presenters: Ann-Marie DeGraffenreidt, Director of Program Development, Bureau of Juvenile Services, DCF and Christine Rapiello, Director of Juvenile Delinquency Defense, Office of the Chief Public Defender.*

MST and the Schools: Promoting Family/School Linkages. *Multi-Systemic Therapy is an evidence-based, ecologically oriented model designed for use with the juvenile justice population that is being implemented across Connecticut. The workshop explored the specific methods and interventions employed by MST therapists to create a partnership between families and schools to ensure that the strengths of both systems are recognized and leveraged, in the pursuit of ensuring that youth involved in the juvenile justice system receive a high quality education without compromising the educational milieu of the school. Presenters: Richard Munsch, PhD, and Samuel Moy, PhD, Advanced Behavior Health.*

Transit Police, Juvenile Defenders and School Partnerships: Ensuring Safe Passage, Reducing Arrests. *This workshop described the STOP WATCH partnership used in Boston and developed by the MBTA Transit Police to reduce fighting in public transit, while avoiding arrests of youth by making use of public schools' disciplinary mechanisms. The workshop involved the MBTA police, juvenile training school staff and a school administrator of the Boston Public Schools. Presenters: Lisa Thureau-Gray, Juvenile Justice Center, Boston; Lt. Mark Gillespie, MBTA Transit Police and Michael Rubin, Headmaster, East Boston High School.*

Systems Change: A Listening Session. *As part of the implementation of changes recommended through the Joint Juvenile Justice Strategic Plan, leadership of the juvenile justice system was again available to hear the concerns of parents, children, advocates, staff, educators, students, community members and all others interested in the future of the juvenile justice system in Connecticut. Presenters: Bill Carbone, Executive Director, Court Support Services Division, Judicial Branch and Don DeVore, Director, Juvenile Services, DCF.*

The Norwalk Urban Youth Collaboration. Participants were introduced to a dynamic collaboration between the Norwalk Clergy and the local criminal / juvenile justice system. An overview of the Boston Ten Points Coalition's influence on the Norwalk Urban Youth Coalition was provided. Emphasis was placed on the partnerships that have developed between probation, police, schools, clergy and mental health providers. A description of the Norwalk-based Youth Leadership Life Coping Skills Program, Street Workers and Home Visiting Program were provided. Presenters: Michael J. Federici, Juvenile Probation Supervisor, CSSD and Reverend Albert Dancy, Cornerstone Community Development Corporation.

Bridging the Gap: Juvenile Justice and Education through Evidenced-Based Services. Presenters from three different programs reviewed how a variety of evidence-based practices approach families in the juvenile justice system and their adolescents' educational experience. The programs reviewed included those used by CT Renaissance with low to high risk juvenile justice populations. Presenters: Elizabeth-Leigh Bradley, Ionna Bankes, Laura Shipman and Christina Trani, Connecticut Renaissance.

Trauma Affect Regulation: Guide for Education and Therapy for Adolescents. This workshop presented the adolescent version of the Trauma Affect Regulation: Guide for Education and Therapy (TARGET-A) model that was developed by Dr. Julian Ford for the prevention and treatment of complex post-traumatic stress disorder. TARGET-A provides a practical skill set that can be used by adolescent trauma survivors and family members to regulate extreme emotional states, to manage intrusive trauma memories and to restore the capacity for autobiographical memory and self-efficacy. This work also helps clinicians manage vicarious trauma. Presenters: Josephine Hawke, PhD and Marisol Cruz St. Juste, MA, UConn Health Center.

From Theory to Practice: Female Responsive Programs for Girls in CT. This workshop gave participants a refresher on the basics of gender-specific principles and an update on the strengths and challenges we currently face in the juvenile justice system. Presenters: Tammy Sneed, DCF, Kim Sokoloff, CSSD and Alyssa Benedict, C.O.R.E. Associates.

Emily J: The Hartford Experience. This workshop discussed the recent court settlement in the Emily J. case, which is currently in the implementation stage of Year I for Hartford and planning stage for Year II statewide with a wide array of new services and protocols. Presenters: Ines Eaton, DCF, Mark White, CSSD and Robyn Anderson, Hartford Youth Project.

Social Problem Solving Training for Children in Detention. The Connecticut Youth Detainee Program serves a population of approximately 1,761 youth annually, with about 75% between 15 and 18, 44% being African

American, and 26% being Latino/a. The average cost per bed is about \$110,700. Clearly, a successful program that decreases the percentage of recidivism and repeated detention is of great interest to federal and state authorities and taxpayers. The presenters discussed a study that is currently being developed to evaluate the feasibility and effectiveness of the Social Problem-Solving Training program in children and adolescents in the Connecticut Youth Detainee Program. The goal of the intervention is to reduce aggressive disruptive behavior, improve social problem-solving skills, maximize the likelihood of positive behavioral change and improve mental health care quality and delivery in Connecticut facilities. Presenters: Gerald Haeffel and Denis Sukhodolsky, Yale Child Study Center.

The Impact of Collaboration for Appropriate Special Education Services for Youth Who Need Them. This workshop was a joint presentation demonstrating success through collaboration of legal aid, public defenders and probation officers to advocate for appropriate special education services to assist children in the juvenile justice system. Presenters: Catherine Holahan and Jennifer Mellon, Connecticut Legal Services.

Violence and Children's Trauma: Derailing the School Experience. Children in urban settings of poverty, abuse and neglect are particularly at risk for traumatic events of loss which in turn can result in the child demonstrating a failure to control aggressive and hostile impulses that develop normally in response to anxiety which can stunt normal emotional development and impair school performance. School behavior can reflect early personality development characterized by chronic anger, poor impulse control and lack of remorse often reflected in increasingly risky and violent behavior display. The workshop presenters outlined the basic principles of a collaborative model of child focused community policing in New Haven to protect children by improving their relationship with social authority figures such as school faculty, security and police. Presenters: Reginald Mayo, Superintendent, New Haven Public Schools; Melvin Wearing, Chief of Security for Bridgeport Public Schools and former Police Chief for City of New Haven and Dr. James Lewis III., National Center for Children Exposed to Violence, Yale University.

What Did You Call Me? Labeling Our Kids. What comes to mind when we say the words "perpetrator" or "conduct disorder"? What about "parole violator" or "oppositional defiant disorder"? The words we use to describe children in the juvenile justice system often convey messages of fear and lack of safety. In this workshop, we took a look at some of the labels we use to determine if they are appropriate and accurate – and why it matters – to develop new ways of presenting the issues faced by children in the juvenile justice system. Presenters: Jane Fleishman, DCF and Kerr-Lynn D., who presented her experiences in her own words.

Creating the Potential for Success: Real Work, Real Pay and a Meaningful Career. Young people today are confronted with many challenges and influences as they live day to day. All too often they make choices based upon past behaviors and a lack of opportunities. This workshop informed participants about a new and exciting program that is linking young people involved in the juvenile justice system with careers in the trades and a paycheck that combats those negative influences. Topics included goal development, discharge planning, educational goals, mentoring and obstacles to successful entry into a career path in the trades. Presenters: John Dixon, MSW, Superintendent, CJTS; Jack Guerrera, Connecticut Department of Labor; John Hunter, Director of Organizing for International Union of Painters and Allied Trades; Deleone, a CJTS resident involved in the program.

Mobilizing the Strength of Difference: Working Together Without Reinventing the Wheel. As youth service professionals, we work with other practitioners as much as we work with children and families. We represent many different fields and areas of expertise, but all are still working towards the same goals. How do we avoid those frustrating meetings where no one really understands each other? How can people from different professional backgrounds and cultures figure out how to communicate and collaborate effectively? Participants in this workshop examined this issue and determined some ways to identify and build upon solid skills that lead to effective collaboration. Presenter: Erica Viggiano, Center for Effective Interventions, Denver, Colorado.

Outcome-Based Measures, Lessons Learned. This workshop presented current research on outcome-based measures which give significant information about effectiveness of services and programs. Presenter: Julie Revaz, CSSD.

Intervention Approaches for Trauma, Substance Use and Problem Behaviors among Juvenile Detainees. There is a crucial need to address the intersection of substance use and trauma-related disorders of youthful offenders. Exposure to trauma and substance use is high among juvenile offenders. A panel of presenters addressed the extent and types of traumatic exposure among adolescents within Connecticut's juvenile justice system and discuss evidence-based practices as the development of a treatment and evaluation infrastructure in a statewide juvenile justice system, toward a developmental trauma disorder diagnosis in DSM-V, a randomized controlled trial of a present-centered trauma-focused treatment for girls, integrated approaches to substance use and trauma and psychotherapeutic medications for children and adolescents. Presenters: Josephine Hawke, PhD, Geraldine Pearson, PhD, APRN, David Albert, PhD, Julian Ford, PhD, UConn Health Center, and John Chapman, PsyD, CSSD.

Feedback and Evaluation

The participants were invited to evaluate the session and offer suggestions for the future. The evaluation report is attached.

Leading Change: Rethinking Juvenile Justice Conference 2006
Evaluation Report
May 23, 2006
Prepared by Julie McFarland, MSW Intern

The Leading Change: Rethinking Juvenile Justice Conference generated very positive feedback from professionals, students, and community members in attendance. Some 500 professionals invested in improving Connecticut's legal system for juvenile offenders and their families attended the day-long conference. A total of 130 participants completed a written evaluation at the conclusion of the conference, while 16 completed oral evaluation interviews.

The written evaluation presented conference participants with a series of 14 questions and offered five response options: excellent, good, average, somewhat, and not at all. They were asked two additional quantitative questions and then given the opportunity to answer two qualitative questions in which they were asked for future conference topics of interest and additional comments.

In assessing the effectiveness of meeting the objectives of the conference, participants offered a largely positive response. When asked if they *understood the direct links between education and juvenile justice as a result of the conference*, 80% of participants responded with excellent or good, 13% average, and 4% somewhat. When asked if they could *benchmark progress in the field of juvenile justice as a result of the educational activity*, 67% said excellent or good, 23% average, and 5% somewhat. When asked about their ability to *discuss models for change in the field of juvenile justice as a result of the educational activity*, 68% said excellent or good, 26% average, 2% somewhat, and 1% not at all. When asked if participants could *address policy concerns with major stakeholders in juvenile justice as a result of the educational activity*, 19% said excellent, 34% good, 32% average, 8% somewhat, and 2% not at all. An average of 4% of participants did not respond to these questions.

Participants were also positive when asked to rate the efficiency of the conference. When asked *to what extent did the objectives relate to the overall goal of the conference*, the majority of participants expressed satisfaction, with 28% rating excellent, 56% good, 11% average, and 3% somewhat. No participants felt that objectives did not at all relate to the conference goal. Similarly, when asked *do you think the information presented is helpful in performing your job*, 30% of participants responded with excellent, 44% good, 16% average, and 5% said somewhat or not at all. Common feedback relating to these questions arose in the *Additional Comments* section, including a general feeling that the conference was well organized and well prepared, as well as useful in providing information that professionals can take back to their workplace.

When asked to evaluate the conference presenters, an overwhelmingly positive response was received in regards to workshop presenters. The majority, 65%, felt that presenters were excellent in their knowledge of the subject matter, while 27% offered a good rating and 5% an average rating. Additional comments included a widespread impression of well-organized, concise, informative workshops and effective presenters. Participants that attended a morning workshop in which the presenter cancelled at the last minute felt as though they should have been allowed/encouraged to attend a different workshop that was offered rather than being required to stay for the back-up presenter. Most other workshops received positive responses. Feedback regarding the keynote presenter was mixed, with a general consensus that the presentation was "too long." Several participants felt that the keynote presenter "failed to touch on issues specific to the State of Connecticut and that he did not provide sufficient documentation to back up his statements." His "lack of innovative ideas" was also cited by a number of conference participants.

Conference participants also offered positive feedback on the way in which information was presented. When asked *was the material presented in a clear and understandable way*, 48% said excellent, 39% good, and 12% average. When asked whether the teaching methods were effective for learning, 26% said excellent, 52% good, and 19% average. The majority of participants also felt that the material was presented in an objective and unbiased fashion, with 37% giving an excellent response, 47% good, 10% average, 4% somewhat, and 2% not at all. The evaluation generated positive additional feedback regarding the wide variety of workshop topics to choose from. When asked about the usefulness of materials provided for the conference, 23% said excellent, 63% good, 21% average, and 6% somewhat. A common suggestion for future conferences was to make the workshop Power Point presentations available online or offer a hardcopy at the workshop, as many participants did not receive a copy. There was also an articulated need for the conference to provide more information on available resources.

Regarding the University of Connecticut facility, when asked *did you feel the physical environment was conducive to learning*, many comments were generated. Generally satisfied, 79% of participants responded excellent or good, while 15% said average and 5% said somewhat or not at all. Common complaints of the facility included dissatisfaction with the use of the Pavilion, as it was found to be "too cold and loud" by many who attended workshops in the Pavilion tent. The Portico room also received numerous complaints because of the cold temperature. The facility in general, however, received positive feedback as a good location with good parking and good food.

When asked to give an overall rating of the conference, 28% said excellent, 62% good, 8% fair, 0% poor, and 2% did not respond. Participants offered a few additional suggestions to improve the conference, including requests for a more

hands-on format with fewer lectures and the need to invite more professionals from the educational field to enable collaboration between schools and teachers, police, parents, and LEAs. Some participants felt as though the conference did not provide solutions but only re-stated problems.

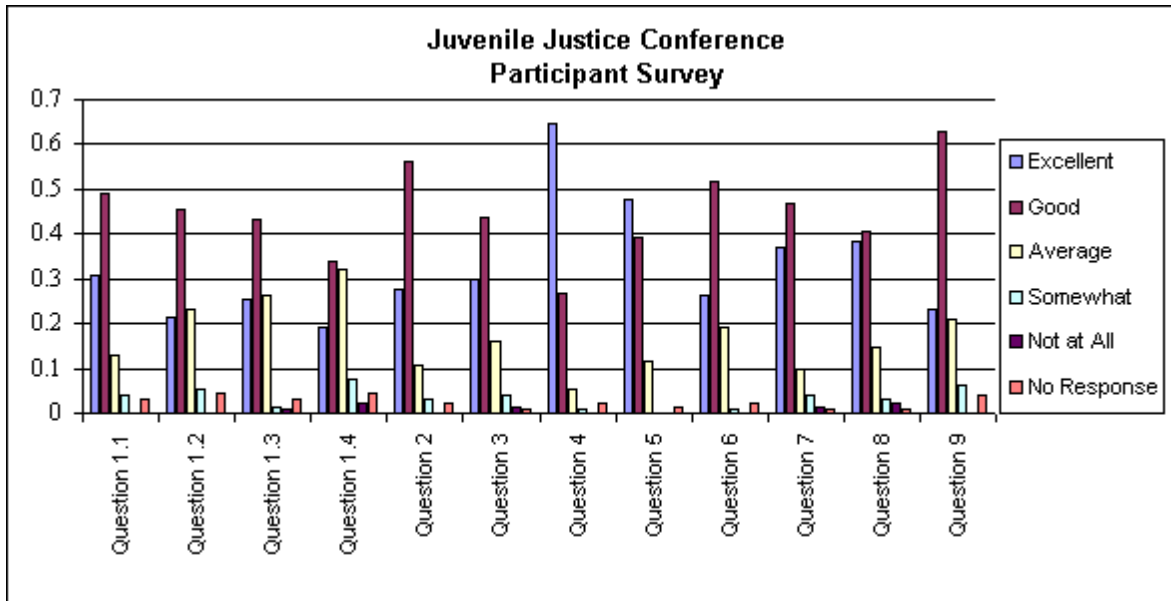
When asked whether participants would recommend the conference to others, 91.5% said yes, 1.5% said, and 7% did not respond. The major theme found in *Additional Comments* as participants' great satisfaction with the youth panel. There were numerous suggestions to make it longer next year as it was the favorite portion of the conference for many participants. In addition, participants saw value in offering a parent/caregiver panel in addition to the youth panel next year. Finally, participants expressed appreciation for the opportunity to earn continuing education credits free of charge. There were requests to offer these credits to MFTs and LPCs as well as social workers and educators.

The major topics of interest for the next conference that were cited include trauma (TARGET), gender-specific programming, resources and interventions, and educational program development for high-risk youth or youth involved in juvenile justice system. Other topics cited by numerous participants include a youth speak-out panel, models of change (new approaches for adolescents in juvenile justice system), MST-impact on families and youth, Labor Department apprenticeship for girls, collaboration and advocacy, Emily J Settlement, youth and violence, and treatment approaches for adolescents.

The oral evaluations generated many of the same themes. When asked about a *highlight of the day*, the vast majority alluded to the youth panel. A few other participants mentioned a specific workshop that they attended, and one mentioned the keynote speaker. When asked what *could have been improved*, the most common response was the need for more time in each session and less time for the keynote speaker. A few participants felt as though not enough solutions were presented (too much data), and a few others felt that there were too many workshops to choose from. A few suggestions were made to improve the youth panel: have fewer youth, include educators to put the focus on education and juvenile justice and have panelists be less prepared (coached) and more focused and solution-oriented.

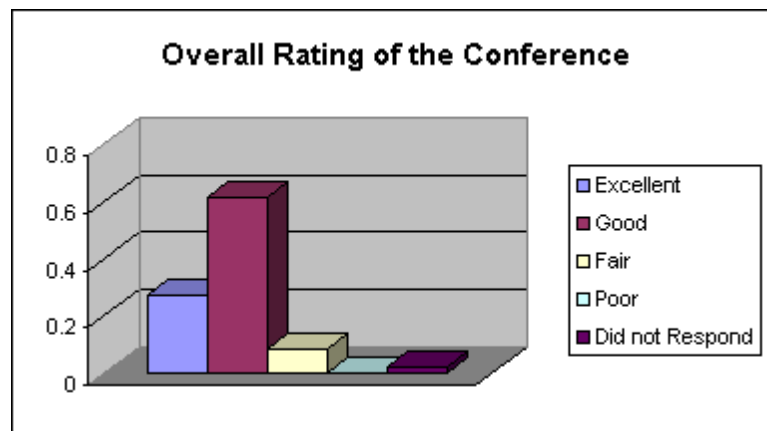
In terms of an *overall impression*, participants' responses included "good," "excellent presentations with broad range of speakers," "very informative," "really liked it," and "well-planned." When asked to *describe the conference in one word*, common responses included: inspirational, motivating, interesting, and refreshing. Additional descriptive words included: substantive, collaborative, wonderful, good, and thought-provoking. Two neutral responses, average and not bad, were also cited. There were no negative responses to this question.

When asked *what impact the conference would have on their work in juvenile justice*, participants most commonly cited the practical value in being able to bring ideas back to their workplace and in understanding the different pieces of the system. Also mentioned was the conference's motivational factor and effect it has in helping to prevent job burnout. Additional comments included participants' interest in attending the conference next year and a general appreciation for the opportunity to attend a conference that was well-planned, organized, and informative.



Evaluation Questions

- As a result of this educational activity participants should be able to:
- Question 1.1 understand the directlinks between education and juvenile justice
 Question 1.2 benchmark progress in the field of juvenile justice in CT
 Question 1.3 discuss models for change in the field of juvenile justice
 Question 1.4 address policy concerns with major stakeholders in juvenile justice
 Excellent (5); Good (4); Average (3); Somewhat (2); Not at all (1)
- Question 2 To what extent did the objectives relate to the overall goal of the conference?
 Excellent (5); Good (4); Average (3); Somewhat (2); Not at all (1)
- Question 3 Do you think the information presented is helpful in performing your job?
 Excellent (5); Good (4); Average (3); Somewhat (2); Not at all (1)
- Question 4 Did you feel that the presenters were knowledgeable in the subject matter presented?
 Excellent (5); Good (4); Average (3); Somewhat (2); Not at all (1)
- Question 5 Was the material presented in a clear and understandable way?
 Excellent (5); Good (4); Average (3); Somewhat (2); Not at all (1)
- Question 6 Were the teaching methods effective for learning?
 Excellent (5); Good (4); Average (3); Somewhat (2); Not at all (1)
- Question 7 Was the material presented in an objective and unbiased fashion?
 Excellent (5); Good (4); Average (3); Somewhat (2); Not at all (1)
- Question 8 Did you feel that the physical environment was conducive to learning?
 Excellent (5); Good (4); Average (3); Somewhat (2); Not at all (1)
- Question 9 How useful were the materials provided for this conference?
 Excellent (5); Good (4); Average (3); Somewhat (2); Not at all (1)



Question 10 Overall rating of this conference was: Excellent Good Fair Poor



Question 11 Would you recommend this conference to others? Yes No

Qualitative Responses

Question 12: Which subjects covered in today's conference should be a topic for additional education programs?

- Trauma (TARGET)
- Gender-Specific Programming, Resources, & Interventions
- Educational program development for high-risk or JJ involved youth
- Youth Speak-Out Panel
- Models of Change -new approaches for adolescents in JJ system
- MST - Impact on families & youth
- Labor Department Apprenticeship for girls
- Collaboration & Advocacy
- Emily J Settlement
- Youth & Violence
- Treatment approaches for adolescents

Question 13: Additional Comments

Positive

- Youth panel was excellent. Make it longer next year.
- Well organized, well prepared conference.
- Presenters were great – organized, concise, informative. Great workshops and wide variety to choose from.
- Very helpful overall – conference provided useful information that I can take back to my workplace.
- Nice to get CECs for free!
- Consider a parent/caregiver panel in addition to youth panel for next year.
- Good food, location, and parking.

Negative

- Pavilion & Portico were too cold. Tent was not appropriate for the weather – cold & loud.
- Keynote speaker was too long. He didn't touch on issues specific to CT, and didn't provide sufficient documentation to back up his statements. No innovative ideas.
- Conference did not provide solutions but only re-stated problems.
- Provide workshop power point presentation notes (or make them available online).
- Provide more information on available resources.
- Need more collaboration between schools/teachers, police, parents, LEAs. Invite more people from educational field.
- Presenter for one morning workshop couldn't be there – we should have allowed/ encouraged people to attend different workshops that were going on.
- More hands on, less lecture format.
- Need to provide CECs to MFTs and LPCs